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ABSTRACT

A national survey of state education agencies was undertaken in 1976 to ascertain policies and programs in the area of ethical-citizenship education (ECE). The objective of the survey was to investigate the relationship of national public opinion in favor of moral education to state education agency attempts to develop ECE programs. Forty-six states responded to the questionnaire. Questions centered on six areas: (1) state interest in ECE; (2) state goals in ECE; (3) current efforts in ECE at the state and local levels; (4) funding sources; (5) type of assistance planned for ECE by the state, if funding becomes available; and (6) name of person to contact for further information. Analysis of the ECE data revealed 13 policy areas shared by the majority of responding states. These included that ethical/values education must be integrated with citizenship education; new developments in the behavioral sciences should be used in ECE curricula; and schools should teach the skills which enable students to think and act consistently with American civic ethics. Subject areas identified as being relevant to ECE objectives were values education, moral reasoning, personal development, prosocial education, law-related education, community education, school-community education, economic-political education, and consumer education. (Author/DB)

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ED156592

ETHICAL-CITIZENSHIP EDUCATION POLICIES AND PROGRAMS: A NATIONAL SURVEY OF STATE EDUCATION AGENCIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TECHNICAL REPORT

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SPRING 1977

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EDITORIAL NOTE

In this report the terms Ethical-Citizenship Education and State Education Agency are generally abbreviated as ECE and SEA, respectively. Because of the factual nature of the survey findings, it seems likely that some readers will choose to browse, skip, or skim rather than start on page 1. To accommodate these here-and-there readers, we have cited the abbreviation referents at frequent intervals throughout the paper, not just at their first appearance. In some cases the abbreviation is not used if the term does not reoccur for several pages (at which point both term and abbreviation are given de novo). We realize that this is editorially unorthodox, but we trust that the reader -- for whose sake the unorthodoxy was introduced -- will permit us this latitude.

ABSTRACT

National opinion polls, the policies of major educational, religious, and civic organizations, and recent statements from leaders of many segments of our society all attest to the manifest public demand for schools to engage in Ethical-Citizenship Education (ECE).

In response to this climate, a survey of State Education Agencies was conducted to ascertain current State policies and programs in ECE. Have educators been alerted to the public interest in ECE? Are educators prepared to meet the challenge of guiding youth (and adults) towards civic ethics? What are the current ideas and practices, if any, in ECE?

46 States responded to the survey questions. The resulting data are divided into two parts. Part I analyzes and summarizes the findings of current ECE policies, instructional objectives, and programs among the States. Part II reports, largely without comment, the individual responses of each State to the survey questions.

Analysis of the ECE policies among the States (Part I) reveals 15 broad areas of policy formation, 13 of which are shared by the majority of the responding States. The most ubiquitous policy trends include the following: ethical/values education must be integrated with citizenship education; new developments in the behavioral sciences should be used in ECE curricula; and schools should teach the skills which enable students to think and act consistently with American civic ethics. 9 program directions related to ECE instructional objectives are identified: values education, moral reasoning, personal development, prosocial education, law-related education, community education, school-community education, economic-political education, and consumer education.

The report of the States (Part II) reveals many commonly shared ECE concepts and practices, although the individual character of each State is clear in the singular design and style of its policy statements and program plans.

The survey was carried out by Research for Better Schools as an informational adjunct to its ECE project, funded by the National Institute of Education. The time period of the survey was from April to November, 1976.

INTRODUCTION

In a recent publication the Alabama State Department of Education (1974) stated:

> There has been widespread confusion and misunderstanding of the imperishable truths, time-tested doctrines, and democratic ideals upon which our state and nation was founded; and...
>
> There has in recent years also been a clearly evident decline in the spirit of patriotism and disregard for religious, moral and ethical values on the part of young people and adults as well. (p. xi)

Similar policy statements have been issued by most of the State Education Agencies (SEAs) of the nation as they consider recent developments in what this report calls Ethical-Citizenship Education (ECE). Since 1970 educators have increasingly attended to what many describe as a crisis in American character: the absence of values as a guide for personal behavior in both public and private life.

Responding to mounting evidence of values and citizenship deficiencies in students (Bayh, 1975; Marvin, Connolly, McCann, Temkin, & Henning, 1976; Sorasiak, Thomas, & Balet, 1976; Toolan, 1975), SEAs have readdressed the procedures and format of both values education and citizenship education in the schools. Research and development in values education and citizenship education are being conducted in regional educational laboratories, universities, and SEAs. Programmatic approaches to developing competent, responsible citizens are being studied or carried out in almost every State in the nation.

The popular mandate for public education to intervene in this crisis of character in youth and adults is also growing. Public opinion polls indicate that 67% of Americans feel that the schools should share responsibility for the ethical behavior of children (Gallup, 1976); two of the most influential educational associations in the country have asserted the need for ECE in the schools (Hill & Wallace, 1976); and a majority of States

are now engaged in polling local school and community sentiment regarding ECE in the schools.

How can schools most effectively intervene in treating the values and citizenship needs of youth and adults? The present paper grew out of the belief that a study of the policies, instructional objectives, and programs in ECE among the States would shed light on the purpose and methods of relevant educational treatments. The study includes a survey encompassing data from 46 respondent SEAs, augmented by extensive literature and personal statements provided by key educators in the States.

Part I analyzes and summarizes the findings of a national survey of current ECE policies, instructional objectives, and programs.

Part II reports on the responses of each State to the survey questions.

PART I

CURRENT POLICIES, INSTRUCTIONAL OBJECTIVES, AND PROGRAMS IN ETHICAL-CITIZENSHIP EDUCATION (ECE) IN THE UNITED STATES

Procedure

Forty-six State Education Agencies (SEAs) responded to our survey of ECE policies, instructional objectives, and programs. The respondents, either State Superintendents of Education or individuals designated by the Superintendents, provided information on their State's interests, policies, and programs related to ECE. The interviewing period was from April 1976 to November 1976, and this time frame must be borne in mind with regard to the reporting of State activities as in operation or projected.

In an initial telephone interview, the respondents were asked five questions. A follow-up letter repeated the questions and requested a written reply. The majority of States supplied not only written replies but also written or printed copies of State educational goals, curriculum guides, and other data, including curricula, in the ECE area. The five questions were:

- What are the State interests, needs, and goals in the general ECE area?
- What types of programs are currently being recommended by the State to implement ECE?
- What type of assistance would State or local programs find useful in developing or implementing ECE?
- What are the funding sources for current ECE efforts?
- What ECE exemplary programs are currently in operation at a local or State level?

Educational Concept of Ethical-Citizenship Education (ECE)

The State respondents were told that the National Institute of Education was interested in learning the range of State policies and programs relating to each State's interpretation of moral, ethical, values, and citizenship education. The ECE rubric was explained as a temporary organizing term to elicit information about educational efforts that convey concepts and develop skills in the related areas of ethical/citizenship/values education.

Respondents were comfortable with this explanation and volunteered information willingly and fully.

Background

By and large, the State ECE policies listed below were established after 1970. Thirty-one States began major revisions in ECE programs following 1970,[1] and more States are currently considering them. These revisions have obvious implications for instructional objectives and programs.

A reading of recent State goals, policies, and curriculum guides related to ECE reveal three chief reasons for the post-1970 revisions:

- Moral ideas, ethical codes of conduct, and citizenship practices are either absent or inoperative among individuals of every generation in our country. The magnitude of this deficiency calls for intervention by public education.
- In recent years educators and social scientists have developed treatments for the development of skills essential to ethical-

---

[1] Alabama, California, Connecticut, Hawaii, Illinois, Iowa, Kansas, Kentucky, New York, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Nebraska, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, South Carolina, Texas, Utah, Virginia, Vermont, Washington, West Virginia, Wisconsin, and Wyoming

citizenship practices. Revised instructional goals and new curriculum guides help disseminate these skill-development innovations to schools.

- The concrete values of the democratic institutions of our country (e.g., liberty, equality, rationality) are still valid, but the traditional techniques used to teach them are no longer adequate for contemporary needs. Concrete values must be reemphasized in a manner that will satisfy contemporary cognitive styles of learning, multiethnic referents, and current (and anticipated) conditions.

Ethical-Citizenship Education (ECE) Policies Among the States

The survey identified 15 broad areas of policy focus among State Education Agencies (SEAs) (Table 1):

1. A large majority of States (40) have developed or are developing guidelines for ethical/moral/values education which draw upon recent developments in the social sciences.

2. A large majority of States (42) seek to integrate values education with citizenship-education curricula in order to provide students with values that guide citizenship practice.

3. A large majority of States (43) seek to develop citizenship education curricula which develop in students the skills necessary for lifelong competence in society.

4. All responding States (46) plan to integrate the concrete values and principles identified with the history of democratic institutions in the United States into any new ECE efforts.

5. The majority of States (26) perceive the United States citizenry as being critically confused with regard to ethics/morals/values. They see public education as the prime vehicle to bring renewed clarity.

6. The majority of States (27) feel that youth and adults must communicate their values, interests, and concerns to each other in order to create an intergenerational mutual ground for respect and cooperation. They seek to institute educational treatments that link school and community in common programs.

7. Many States (21) see a need for public consensus to facilitate effective development of ECE programs. They seek to coordinate opinion through special study commissions composed of community members.

8. A large majority of States (38) feel that ECE should be carried out within existing academic disciplines, such as social sciences, language arts, and health sciences. They believe that efforts in curriculum development and teacher-training should be conducted under the leadership of educators within these disciplines.

9. The majority of States (34) have articulated educational goals which can direct teachers and administrators in ECE research programs at the local school level.

10. The majority of States (26) find it desirable to guide teachers in their selection of ECE teaching strategies in order to insure effective instruction. These States see the preparation of curriculum guides and other informational documents by the SEA as a prime means of such guidance.

11. The majority of States (37) explicitly recognize the existence of pluralistic and multiethnic concerns in the design of any Statewide ECE plan.

12. The majority of States (36) feel that the SEA should play a leadership role in providing information, guidance for program development, teacher-training support, and curriculum guidelines to local educational agencies.

13. Many States (23) recognize that the SEA can only recommend policies and procedures to local educational agenices and that the latter should take the initiative for the direction ECE takes in their communities.

14. The majority of States (26) recognize the traditional and continuing proprietary domain of the family and religion in the care of ethics/morals/values, while asserting the need for careful intervention by public education.

15. Many States (17) feel that effective ECE must involve interdisciplinary cooperation within the school, and interagency cooperation among the social services within the larger community. They recognize that ECE, with emphasis on the practice of ethically/morally informed citizenship, requires learning opportunities and adult guidance that no one school, discipline, or community agency can provide.

Ethical-Citizenship Education (ECE) Instructional Objectives among the States

Six broad areas of instructional objectives can be inferred from the State policies, educational goals, and curriculum guides related to ECE:

1. Involve students in an active values exploration and analysis in school and community settings so that they may become practiced in the conduct of an ethical life guided by personal values.

2. Develop attitudes and competencies which will insure students' use of rational discourse and decision-making in dealing with conflicts and problems.

3. Develop students' understanding of their interdependence in society and the interpersonal skills needed for effective and ethical social interaction.

4. Develop students' appreciation of, understanding of, and competencies in the sciences and arts which enable management of the human condition.

5. Help students to see that democracy requires their participation in order to make it work, and develop the skills and dispositions for cooperative action.

6. Educate students about facts, principles, concrete values (e.g., liberty, equality), and history of the democratic system in the United States, and enable them to compare that democratic system with other systems of government.

Table 1

MAJOR TRENDS IN ETHICAL-CITIZENSHIP EDUCATION POLICIES

	1. Guidelines	2. Ethical/moral values	3. Lifelong competence	4. Concrete historic values	5. Moral crisis	6. Youth-adult communication	7. Public policy/opinion	8. Use of existing disciplines	9. Educational goals	10. Teacher guidance	11. Multiethnic concerns	12. State Education Agency leadership	13. Local initiative	14. Role of home, religion, school	15. Interdisciplinary cooperation
Alabama	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Alaska	•	•	•	•	•								•	•	
Arizona	•	•	•	•	•				•	•	•	•	•	•	•
Arkansas[a]															
California	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Colorado		•	•	•				•	•				•	•	
Connecticut	•	•	•	•	•	•	•	•	•	•	•	•		•	•
Delaware[a]															
Florida	•	•	•	•				•			•	•	•		
Georgia		•	•	•	•			•					•	•	
Hawaii	•	•	•	•	•	•	•	•	•	•	•	•		•	
Idaho		•	•	•		•		•					•	•	
Illinois	•	•	•	•	•	•	•	•	•	•	•	•			•
Indiana	•	•	•	•	•	•	•	•	•	•		•			
Iowa				•							•				
Kansas	•	•	•	•				•	•		•		•	•	
Kentucky	•	•	•	•		•	•	•	•	•	•	•	•	•	•
Louisiana	•	•	•	•		•		•				•	•	•	•
Maine	•	•	•	•			•	•	•			•	•		•
Maryland	•	•	•	•	•		•	•		•	•	•		•	
Massachusetts	•	•	•	•	•	•	•	•	•	•	•	•			•
Michigan	•	•	•	•	•	•	•	•	•	•	•	•			•
Minnesota	•	•	•	•	•	•	•	•	•	•	•	•			
Mississippi	•	•	•	•			•				•	•	•		
Missouri	•	•	•	•	•	•	•	•	•	•	•		•		•

Montana				•				•		•			•	•	
Nebraska	•	•	•	•		•	•	•	•	•	•	•	•	•	
New Hampshire	•	•	•	•				•	•	•	•	•	•	•	
New Jersey[a]															
New Mexico[a]															
New York	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Nevada	•	•	•	•	•			•	•		•	•		•	
North Carolina	•	•	•	•	•	•		•	•	•	•	•			
North Dakota	•	•	•	•		•	•	•	•	•	•	•		•	•
Ohio	•	•	•	•	•	•		•	•	•	•	•		•	
Oklahoma	•	•	•	•	•	•	•		•		•	•	•	•	•
Oregon	•	•	•	•		•	•		•	•	•	•			•
Pennsylvania	•	•	•	•		•		•	•		•	•			
Rhode Island			•	•											
South Carolina	•	•	•	•	•	•	•	•	•	•	•	•			
South Dakota	•			•	•	•					•	•			
Tennessee	•	•	•	•				•	•	•	•	•		•	
Texas	•	•	•	•	•	•		•	•		•	•			
Utah	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Vermont	•	•	•	•	•			•	•	•	•	•	•	•	
Virginia	•	•	•	•			•	•	•	•	•	•			
Washington	•	•	•	•		•		•			•	•	•	•	•
West Virginia	•	•	•	•	•	•		•	•		•	•	•	•	•
Wisconsin	•	•	•	•				•	•		•	•			
Wyoming	•	•	•	•	•			•	•	•	•	•			
TOTALS	40	42	43	46	26	27	21	38	34	26	36	37	23	26	17

[a]No response.

Ethical-Citizenship Education (ECE) Programs among the States

Nine major program directions among the States are used to implement the ECE instructional objectives (Table 2). They are of two major types:

- Skill-development programs in the competencies associated with ethical/citizenship practices;
- Skill-utilization programs in which the competencies and practices associated with ECE are applied in environmental situations.

Programs of the first type often lead to the ability to perform in programs of the second type.

Skill-Development Programs

1. Values Education

Values education can be divided into two major generic categories: (a) developing the skills for forming personal values, applying values in behavior, and identifying values in others; and (b) transmitting concrete values which have been present in the course of United States and world history and which can be considered fundamental to a responsible life in society.

(a) Values skills. Values-skills education is skill development in forming, clarifying, applying, and identifying values in students' social roles. Leading educators in this field include Simon, Raths, and Rokeach.

Teacher-training in values-skills curricula is presently carried out in 38 States.

(b) Concrete values. Concrete-values education focuses on those values (e.g., liberty, equality) which are held to be necessary to the understanding and practice of every citizen. The chief method of instruction has been the didactic, through the use of moral stories in English and social studies classes.

Table 2

MAJOR TRENDS IN ETHICAL-CITIZENSHIP EDUCATION PROGRAMS

	1a. Values skills	1b. Concrete values	2. Moral reasoning	3. Personal development	4. Prosocial education	5. Law-related education	6. Community education	7. School-community education	8. Economic-political practice	9. Consumer education
Alabama	●	●				●		●		●
Alaska	●							●		
Arizona		●				●				●
Arkansas[a]										
California	●	●				●		●		●
Colorado		●								
Connecticut	●		●							
Delaware[a]										
Florida	●	●	●		●	●				
Georgia						●				
Hawaii	●	●				●		●		●
Idaho		●						●		
Illinois	●	●				●	●	●	●	●
Indiana	●	●	●					●		
Iowa						●				●
Kansas	●	●				●				●
Kentucky	●	●						●	●	●
Louisiana	●	●			●	●	●	●		
Maine	●	●				●	●	●		
Maryland	●	●	●	●		●				●
Massachusetts	●	●	●			●		●		●
Michigan	●	●	●					●	●	
Minnesota	●	●	●	●		●		●		
Mississippi	●	●								●
Missouri	●	●			●	●				●

	1a Values skills	1b Concrete values	2. Moral reasoning	3. Personal development	4. Prosocial education	5. Law-related education	6. Community education	7. School-community education	8. Economic-political practice	9. Consumer education
Montana		●								
Nebraska	●	●	●			●		●		
New Hampshire	●	●	●			●				
New Jersey[a]										
New Mexico[a]										
New York	●	●	●			●		●		
Nevada	●					●				●
North Carolina	●	●		●		●				●
North Dakota	●	●		●		●		●		●
Ohio	●	●						●		
Oklahoma	●	●				●		●		●
Oregon	●	●					●			●
Pennsylvania	●	●	●			●	●	●	●	●
Rhode Island				●						●
South Carolina	●	●				●		●		●
South Dakota			●					●		●
Tennessee	●	●								●
Texas	●	●				●		●		
Utah	●	●		●	●	●		●	●	
Vermont	●	●	●			●				
Virginia	●	●	●			●				
Washington	●	●				●	●	●		
West Virginia	●	●		●			●	●		
Wisconsin	●	●				●				●
Wyoming	●	●		●						
TOTALS	38	39	14	8	4	30	7	25	5	21

[a]No response.

California has published an extensive curriculum guide and bibliography offering grades 1-14 lesson ideas in the teaching of concrete values (Los Angeles City Schools, 1966).

Indiana and Nebraska have recently published Bicentennial curricula in social studies which stress concrete values of the American tradition as portrayed in selected readings (John Harold, telephone interview, 1976; Nebraska Department of Education, 1975).

2. Moral Reasoning

Programs in moral reasoning are structured on the stages of cognitive-affective moral development; most are based on Kohlberg's work.

Research and development in this area are closely followed in Minnesota, which has published an impressive document on developmental education (Minnesota Department of Education, 1976).

Ten States now have programs in moral reasoning: Connecticut, Indiana, Massachusetts, Michigan, Minnesota, Nebraska, Oregon, Pennsylvania, Utah, and Vermont.

3. Personal Development

Programs in this category use a competency-based series of experiences to focus on many dimensions of the person, with the goal of making students responsible, self-actualizing decision-makers. Students are provided with performance-based activities both within the school and in practicum situations in order to stimulate a lifelong disposition for self-development as an ethical, responsible citizen. Such programs include classes in cognitive, affective, interpersonal, and social skills. Representative State programs are discussed below.

Deliberate psychological education (Minnesota). Based on Sprinthall's work on the relationship of cognitive development to the learning of social role-taking in adolescence, deliberate psychological education involves adolescent girls in a series of classroom experiences in building interpersonal relations, building communications skills,

raising consciousness of the issues of femininity, and changing overt behavior of class members in a significant manner (Minnesota Department of Education, 1976, pp. 52-57). This program applies algorithms of skill development and application in a phased series of modules which focus on cognitive, affective, and psychophysical development.

Family therapy (West Virginia). West Virginia is representative of several States which have implemented Alfred Adler's ideas of "natural consequence" education for families of delinquent youth. Initiated by the counseling staff of a school, such family therapy need not be restricted to delinquent youth, although they are the primary target. The chief theoretical source for such programs is the book Children of Challenge (Dreikurs & Soltz, 1964).

Self-enhancing education (North Dakota). This K-12 curriculum developed by North Dakota fosters skills in decision-making, values clarification, and interpersonal relations. It seeks to develop balanced, competent, self-actualizing students who are responsive to the needs of self and others.

Life-skills education (North Carolina). This K-12 curriculum, developed by the health sciences division of the North Carolina SEA, enables growth in cognitive, affective, interpersonal, and social skills. The curriculum guides pay attention to the developmental stages of growth related to the skills (North Carolina Department of Public Instruction, 1976).

4. Prosocial Behavioral Training

Programs in this category apply the principles of behavior modification in their choice of learning settings and methods of instruction. While theoretically of benefit to any student, the programs concentrate on delinquent youth.

Missouri's "character education" program is an exemplary model of prosocial behavioral training; Louisiana and Colorado also have such programs.

5. Law-Related Education

This category includes the didactic study of the institutions of the United States' government and legal system; it also offers extensive opportunities for visitation, simulation, and practicum experience in the processes of government. The curriculum is mainly directed at the secondary school levels. Skills in decision-making, practices of ethical citizenship, and rational discourse are among the competencies developed in this growing mode.

Generally, SEA social studies divisions promote such programs. The American Bar Association has been active in seeking State adoption of law-related education.

Currently, 10 States have extensive law-related education programs: Georgia, Louisiana, Massachusetts, Minnesota, Nebraska, South Carolina, Texas, Vermont, Virginia, and Washington.

Skill-Utilization Programs

6. Community Education

Community education programs, such as those included in the Illinois Responsibility Education, stress service by youth in public and private community service agencies.

Community-betterment programs, and the formation of community agencies composed of students, parents, and school staff, exist in many States independent of SEA planning.

In Louisiana the concept of service by youth is carried out through a transgenerational effort of parent, youth, teacher, administrator, and social service worker to deal with community crises

In Kentucky, community education was a central concept in its Character Education design of 1951-1954, one of the first post-World War II ECE efforts (Kentucky Department of Education, 1954).

7. School-Community Education

School-community education programs often convene within the school. The objective is to involve parents, students, teachers, and administrators in study, discussion, and mutual skill-learning related to citizenship issues. Programs often reach into the community, under the leadership of a school or school district, in order to provide adult community education which allows both youth and adults to participate in the discussion and analysis of values. Parent-led classes in schools, and the use of parents as school counselors, are also part of the programs.

Idaho, Louisiana, and Pennsylvania have exemplary programs in school-community education.

8. Economic-Political Practicum Education

The programs in this category place students in public or private institutions so that they may exercise the skills and become informed in the practices of public life.

School-practicum programs. Most often these are internship programs where students spend one semester of the school year working with personnel outside the classroom, e.g., State education administrators or executives in business, industry, and government (Pennsylvania).

Work-study programs. Work-study programs involve the economic components of social studies and business education. Students are given credit for work experience in a field that may become a career, with the purpose of giving them practice in the skills and knowledge which lead to that career. An important aspect of work-study programs is the counseling support by both the employer and the school career counselor, who promote evaluation of the functions and values of a particular work area in the larger society.

9. Consumer Education

Programs in this category help students develop: skills for effective membership in society; knowledge and competence in the rights and responsibilities of citizenship; and, particularly, the knowledge and skills involved in being a competent consumer in the marketplace.

Consumer education can be considered a skill-utilization program in its application of decision-making and planning skills to a content area: the goods and services of society. Practical problem-solving activities often give students actual marketplace experiences. The ethical and moral aspects of consumer education include study of and participation in consumer-advocacy agencies which stipulate and monitor ethical practices in business, and study of and participation in governmental agencies which regulate the production and distribution of goods and services.

Kansas and North Dakota have exemplary programs in consumer education.

PART II

REPORT OF THE STATES

Organization of Data

The State replies to the survey are categorized as follows:

1. State interest in ECE;
2. State goals in ECE;
3. Current efforts in ECE at the State and local levels;
4. Funding sources for State and local efforts in ECE;
5. Type of assistance planned for ECE by the State (if funds become available);
6. Contact person, position, address, telephone.

Thus, the numbering of the responses reported for each State parallel and refer to the numbering of the content categories in the above outline.

Findings

Alabama

1. Alabama is interested in developing ethics and values programs in its schools, and the State Education Agency (SEA) has published a K-12 guide for teaching this content.

2. The introduction to the guide states:

> Whereas, there has been widespread confusion and misunderstanding of the imperishable truths, time-tested doctrines, and democratic ideals upon which our state and nation were founded; and
>
> Whereas, there has in recent years also been a clearly evident decline in the spirit of patriotism and disregard for religious, moral and ethical values on the part of young people and adults as well; and
>
> Whereas, Alabama has never formulated a statewide program for teaching morals and religion in public schools;
>
> Now, Therefore, Be It Resolved that the State Board of Education hereby authorizes the preparation of a general handbook and related curriculum materials to be used in such instruction. (Alabama State Department of Education, 1974, p. xi)

The guide sets learning objectives and suggests instructional strategies in nine domains seen as vital to ethical/moral education:

- Developing a positive self-concept
- Respect for others
- Dignity and value of work
- Improving citizenship education and patriotism
- Developing good sportsmanship
- Respect for private and public property

- Respect for law and order
- Honesty
- Reverence

An important aspect of the new guidelines is the role of teachers. The first chapter defines the role of teachers in regard to ethical/moral values not only in the classroom but in the community and in their personal life: "Only as values increase the teacher's capacity to make mature personal adjustments to society can he begin to help his students develop their own values" (p. 3).

The guide takes a progressive approach to instructional strategies, recognizing new educational trends. In the discussion of improving citizenship education and patriotism, the difference between the "old" and the "new" citizenship education is defined:

> In the study of (The Bill of Rights, The Declaration of Independence, The Constitution of the United States, The Alabama Constitution), the difference between the old and the new approaches to citizenship education and the recognition lies in the fact that [sic]: (1) democracy is a process and not simply a body of knowledge; (2) the knowledge fundamental to understanding the implications of democratic decisions in today's world must draw from all disciplines, not just social sciences; (3) rational thought process reflecting commitment to logic and scientific modes of inquiry and analysis will lead more dependably to the development of social and political cohesiveness than will be the case with traditional programs which emphasize memorization of factual materials in isolation from the concepts and generalizations which give them meaning; and (4) the values that guide behavior in responsible ways, when really needed, are better based on a personal discovery of the validity of substantive values through involvement-type learning activities rather than an indoctrinated value system. (p. 22)

3. Current efforts to promulgate ethical/moral education include dissemination of the guide described above. The middle school level will be the initial focus for special programs. As the local schools have great autonomy in selecting curricula, the SEA can only suggest programs.

4. No special funds for Ethical-Citizenship Education now exist.

5. If funds were available, they would be used for professional-development programs for teachers and technical assistance for implementing new teaching approaches. The SEA would take leadership in such Statewide efforts.

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Alaska

1. Alaska feels a need for and has an interest in introducing Ethical-Citizenship Education (ECE). Training in responsible citizenship is regarded as one of the two basic State goals of education. (The second goal is adequate preparation for vocational and leisure activities.) The policy in ECE is based on the assumption that students must learn to define and implement personally meaningful values in life, values which may differ from those of previous generations. Thus, skills of values clarification and values actualization are stressed in educational recommendations.

2. The Alaska goals in the ECE area are reflected in the following responses:

- Question: Is ECE an area of need and interest?

- Answer: Moral/citizenship education is a need and interest for schools in Alaska. The misdirection of many of our young people in the responsibilities of citizenship points out that need. Lack of adequate information on basic concepts which underlie our society, and the seeming inability of our citizens to make valid interpretations about societal influences, dictate need also. Seemingly, many of our citizens have not been helped to evaluate their own moral convictions and place them in context of the society as a whole. It appears, therefore, that organized education should be in a position to provide assistance in the formulation and validation of individual moral values and understandings. (Vern Williams, personal communication, May 10, 1976)

- Question: What type of educational programs should be recommended for ECE?

- Answer: Citizenship education should be both theoretical and practical. It is a must that students understand the basic precepts for functioning in our society. It is also a must that they are given the opportunity of experiencing those activities which will reinforce and broaden their understandings of the manner in which our society moves and develops.

  Moral education should not be the process of imposing the teacher's, or school's, morals on the student. There must be a carefully developed process for assisting students in defining and developing their own moral concepts in harmony with the rest of society. Values clarification and other techniques should be used for accomplishing this objective. (Vern Williams, personal communication, May 10, 1976)

3. While there are ECE components in some schools in the State, there is not yet a complete, proven program. Current efforts include programs in values clarification and decision-making.

4. No special funds for ECE now exist.

5. If funds were available, they would be used to develop, implement, and disseminate a model program throughout the State. Technical assistance from outside sources would be sought in these efforts.

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Arizona

1. Arizona has a strong interest in Ethical-Citizenship Education (ECE), while recognizing that moral teaching is often considered to be the province of the family and religion. The Superintendent favors ECE which teaches the competencies of an ethically informed citizenship. She calls such education the new "3 R's" -- rights, respect, and responsibilities.

   The respondent stresses the importance of a nationally coordinated effort in addressing ethical/citizenship concerns. The current assessment of social problems indicates that national morality is a vital issue and that rising crime calls for a focus on morality and citizenship education. He quotes Henry Hazlitt: "Social cooperation is the heart of morality and morality is essential to the very existence of human society."

2. The State Education Agency has adopted as a major goal that every student in Arizona shall have equal opportunity to understand the essentials, sources, and history of the United States Constitution and the Arizona Constitution and to understand the principles and ideals of our American institutions.

   In considering education in ethics/morality, the spokesman suggests a plan which any school system might follow to determine its content and scope.

- Conduct systematic inquiry by rational rules. It is suggested that questions be ranked and submitted to the educational community, e.g., teachers and local administrators, for a representative sampling of current thought in this area.
- If the inquiry is sponsored by reputable academic organizations (e.g., the National Institute of Education, Council of Chief State School Officers, National Education Association), the resulting information would be a basis for acceptance by the educational community as a whole.
- Upon acceptance by the educational community, a study could begin for developing criteria for an ECE course (paraphrased from Fred Sughrue, personal communication, May 10, 1976).

3. The State Superintendent of Public Instruction is currently engaged in developing a long-range program to teach ECE in Arizona schools.

   Among the current activities are:

   - Preparation of a 3 R's (rights, respect, responsibilities) needs-assessment survey to be distributed to all Arizona school districts wishing to participate;
   - Preparation of a "cookbook" containing a potpourri of about 200 activities pertaining to the 3 R's which districts may wish to implement;
   - Collection of an assortment of taped conversations from symposia on 3 R's education held throughout the State in which participants identify and explain the operation of 25 exemplary 3 R's projects already existing in the State (Arizona Department of Education, 1976).

4. No special funds for ECE now exist.

5. If funds were available, they would be used to further the current needs assessment, disseminate existing exemplary models Statewide, and establish new programs in 3 R's education.

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California

1. In the past several years California has been involved in developing guidelines for moral and civic education in elementary and secondary grades. The State Education Agency (SEA) has published a handbook which presents the legal State mandate requiring instruction in the Ethical-Citizenship Education (ECE) area and outlines topical areas and objectives to be included in moral, civic, and religious education in the public schools (California Department of Education, 1973). The legal responsibility of school personnel in the ECE domain is articulated in the California Education Code, Section 13556.5, which prescribes the duty of teachers concerning the instruction of pupils in morals, manners, and citizenship:

> Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties and dignity of American citizenship, including kindness toward domestic pets and the humane treatment of living creatures, to teach them to avoid idleness, profanity, and falsehood, and to instruct them in manners and morals and the principles of a free government. (cited in California State Board of Education, 1973, p. 1)

2. The ECE goals are divided into three domains: Moral Values, Citizenship, and Religion. Under each domain, the handbook describes the relevant educational law and the instructional objectives to be realized.

   In the domain of Moral Values the following topics organize instructional objectives:

   - Morality
     - Fundamental moral values
     - Respect for difference
     - Significance of religion
   - Truth
     - Search for truth
     - On indoctrination
   - Justice
   - Patriotism
     - Love for country and loyalty to it
     - Religious and ethical commitments
   - Self-esteem
   - Integrity
   - Empathy
   - Exemplary conduct
   - Moral interaction and ethical reflection
     - In the classroom
     - Throughout the school
   - Capacity to recognize values
     - Respect for the family and other groups
     - Respect for property
     - Reliability
     - Respect for law

In the domain of Citizenship the following topics organize instructional objectives:

- Instruction in democratic values and principles
- Promotion of knowledge of Constitutional Government
- Provision of a democratic school environment
  - Critical inquiry
  - Free expression
  - Fair application of rules
  - Property and privacy
  - Participation and representation

In the domain of Religion the following topics organize instructional objectives:

- Teaching about religion in America
- World religions
- Classical religious texts

The approach to religion in the public schools is nondenominational, and there is no hesitation in teaching this topic (although a legal and logical distinction exists between teaching about religion and practicing religion). An effort is made to provide students with a knowledge of the dominant world religions and to foster sensitivity to and understanding of religious philosophy. Instructional objectives include the need for factual accuracy, empathy, and avoidance of ridicule and prejudice in dealing with religions.

3. There are several SEA efforts that touch on ECE. The RISE program in secondary education provides students with learning opportunities to develop the valuing and decision-making skills critical to ethical, moral, and civic life in the community (California State Department of Education, 1975). In social studies and health

education, the SEA has taken leadership in the development of instructional objectives, program development, and technical assistance in the ECE area.

At the local level, scores of innovative programs are in operation which implement values education and participatory forms of learning and school government.

While there are no "models" for ECE, many school districts have components of ethics, citizenship, and religious education which could form the basis of a model approach.

4. The various ESEA Titles support programs that include responsibility-training and values education.

5. If further funds were available, they would be used to further current efforts in the development of ECE guidelines and programs for teachers and to provide technical assistance for schools.

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Colorado

1. Ethical-Citizenship Education (ECE) has not been identified as a major concern, according to a review of the State's educational literature, accountability reports, and various needs assessments and surveys conducted during the past few years. One related concern is the perceived need to strengthen the educational liaison between correctional institutions and public schools, since it is felt that many young persons become repeat offenders because they are not adequately assisted in their return to school.

2. The State Education Agency established (1971) the following performance objectives relevant to ECE:

   (1) All students shall show evidence of a self-concept which recognizes their individual strengths and weaknesses and a realistic understanding of the strengths and weaknesses of others;

   (2) Students shall show evidence of an increasing appreciation of their own abilities without infringing on the rights of others;

   (3) All students shall acquire levels of knowledge of home, community, nation, and world which enable them to function in a manner appropriate to their age and environment;

   (4) All students shall demonstrate proficiency in operating in a democratic situation in a manner appropriate to their age and ability;

   (5) Students should demonstrate increasing understanding of and appreciation for the democratic process;

   (6) All students shall exhibit codes of behavior acceptable in society;

   (7) Students shall demonstrate increasing acceptance of the responsibility for desirable conduct and self-discipline;

   (8) All students shall demonstrate a knowledge of and appreciation for a democratic form of government;

   (9) Students shall demonstrate an increasing competence to participate in the democratic decision-making process. (cited in Colorado Department of Education 1973, p. 42[2])

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[2]This document, the source of much of this paper's information, deserves a fuller explanation than merely a bibliographic listing. The reference is to State Goals for Elementary and Secondary Education, which was published by the State Education Accountability Depository, a program of the federally funded Cooperative Accountability Project (CAP), which terminated in 1976. In addition to Colorado, where CAP was administered, cooperating States were Florida, Maryland, Michigan, Minnesota, Pennsylvania, and Wisconsin. The referenced publication, reporting on a survey of State Education Agencies, contains the educational goals of 42 States.

3. A plan is currently being drafted to create a program for assisting young juvenile offenders in making the transition from correctional institutions to the public schools. Although no other special programs exist that could be included under the ECE rubric, State goals touching on it are realized through standard curriculum areas such as social studies, English, etc.

4. No special funds for ECE now exist.

5. No comment.

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Connecticut

1. The respondent expressed a definite interest in Ethical-Citizenship Education (ECE). Active in the State's development of social studies curricula since 1961, he developed a framework for curriculum development in social studies emphasizing moral reasoning. The framework relies heavily on cognitive-skills development (Connecticut State Board of Education, 1972).

2. In 1972 the State Education Agency published a list of goals that touch on ECE. The goals are categorized as follows:

   - Humanism
   - Citizenship
   - Family, health and career (cited in Colorado Department of Education, 1973, pp. 6-7)

   Within the social studies area, 12 goals have been articulated to help teachers develop instructional objectives to realize ECE.

The goals, conceived as general social studies curricular goals, are also understood to be enabling directions for moral and civic education:

(1) Knowledge of the factors shaping human behavior;

(2) The skills to utilize knowledge;

(3) An appreciation of the contributions made by past and present civilization;

(4) An awareness that alternative solutions to social problems exist;

(5) A comprehension of the interdependence of people;

(6) A competency in locating, compiling and weighing the evidence and data necessary for making decisions;

(7) The insight that culture determines values and institutions;

(8) A commitment to the proposition that equal rights and opportunity are essential in a pluralistic society;

(9) Skill to critically examine his values, the values of others, and to formulate a personal philosophy;

(10) A desire to actively participate in society socially [sic] and individually in accordance with one's personal philosophy;

(11) A realistic self-concept;

(12) The skill to function in a world characterized by change. (Connecticut State Department of Education, 1972, p. 5)

3. At the State level there are six service centers providing school districts with technical help in teacher-training and program development. The cognitive-developmental approach in social studies education, which makes use of the work of Fenton and Kohlberg, is being piloted in several Connecticut schools with the help of the service centers.

The North Haven Public Schools in the New Haven area have exemplary programs in cognitive-developmental education.

4. ESEA Title III funds are being used for the cognitive/developmental pilot programs in the North Haven Public Schools.

5. If further funds were available, they would be used to expand the service center efforts and to disseminate the successful model being used in the North Haven Public Schools.

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Florida

1. Although Florida has an interest in Ethical-Citizenship Education (ECE), it does not see the value of separating this topic from traditional educational goals.

2. Although there are no State ECE goals per se, several goals call for the development of individuals competent and knowledgeable in the principles and practices of citizenship. State goals are also related to the cognitive skills required to develop personally meaningful values and decision-making skills.

3. Law-related education is a major program direction for citizenship education.

   Values education is integrated in language arts, science, and social studies throughout the State; in no instance is it a separate program.

4. LEAA funds are available for the law-related education at the local district level.

5. While the State Education Agency runs conferences in values education and law-related education and offers teacher-training in these areas, funds earmarked specifically for ECE might not be applied for. It is felt that such a funding concept is too narrow.

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Georgia

1. There has been discussion concerning the need for improved citizenship education, centering on law-related programs which have been sponsored and developed under the auspices of the American Bar Association. These programs are oriented toward values clarification.

2. Georgia's many goals touching upon Ethical-Citizenship Education (ECE) are included under the topic headings of:

   - The individual and himself;
   - Governing process;
   - The individual and social and economic institutions;
   - The individual and his physical environment;
   - The individual at work;
   - The individual at leisure. (cited in Colorado Department of Education, 1973, pp. 13-17)

3. The Atlanta School System has been developing law-related education for about 3 years.

4. No special ECE funds were identified by the respondent.

5. If funds were available, they would be used to assist State or local program developers in identifying the concepts and ideas to be built into ECE curriculum components, in developing strategies for effective teaching, and in disseminating programs.

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Hawaii

1. Hawaii feels that there is a definite need for Ethical-Citizenship Education (ECE) program development.

2. In 1949 a committee of community members completed a 3-year project in the form of a publication which has served as a guide in values education for over 20 years. In 1972 the need for an updated document resulted in the formation of another committee representing a broad range of the Hawaiian community -- from students to legislators. The committee's recommendations include the basic assumption underlying the goals of values education:

> Values education is a process of discovering and developing values. Its aim is to encourage teachers and students to raise questions about what constitutes the good: the good life, the good man. It seeks through analysis and survey to discover what people individually and in groups believe to be good. (Hawaii Department of Education, 1973, p. ii)

The document is a guide intended primarily for teachers. Instructional objectives in the ECE domain are linked to enabling classroom activities. The chapter headings are process oriented:

- Operational framework in values education
  - Responsibility for values education
    - The principal
    - The teacher
    - The student
    - The parent
  - Sources of values development
  - Climate for values development
  - Principles of learning in values development
  - The curriculum and values development
- Working with students
  - Valuing process: Analysis
  - Expanding the definition of values education
  - Examples of strategies

Clearly, the goals have to do with individual students developing the competencies and attitudes which promote self-esteem, personal responsibility, and sensitivity to the welfare of others. The mode of education stresses values-clarification and values-actualization skill development.

3. Raths, Perls, and Coombs are among the humanistic educators whose work has guided ECE curriculum development.

Since Hawaii has only one school district, texts and curricula are determined by the central State Superintendent's office. Thus the guide, with its enabling lessons, are disseminated throughout the public school system. Below is a list of topical areas for which lessons are designed in the guide:

- Rath's seven criteria for clarification of values
- Forced-choice value issues
- Testing a fact
- Laws and men

- Actions of others
- Cherished possession
- Reliving an emotional moment
- Integrity
- Creativity
- Self-direction
- Responsibility to others
- Sensitivity
- Relating
- Asserting
- Coping

4. No response.

5. If funds were available, they would be used to provide technical assistance in keeping abreast of current ECE thinking and development.

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Idaho

1. Statewide needs assessments have consistently assigned a high priority to the domain of ethics/values. However, local schools are seen as the proper place for program development, since communities have a strong interest in addressing their particular needs.

2. State goals (in assisting local schools) which touch on the Ethical-Citizenship Education (ECE) domain include:

   A. Developing school communities which offer every student maximum opportunities for acquiring a sense of personal worth and dignity, self-confidence, and self-respect;

   C. Designing and implementing instructional programs which provide students with effective access to the world of knowledge and equip them with the necessary learning and problem-solving skills to become life-long exploiters of this dimension in their lives;

   E. Preparing students for enlightened and dignified participation in the world of work and for responsible management of their own economic and civic affairs. (cited in Colorado Department of Education, 1973, p. 19)

   To realize these objectives, the State Education Agency is prepared to provide technical services to school districts requesting them. As reflected in the above goals, Idaho places ethics/values in the broader context of community health and welfare, and as corollary to the competency and education of the individual person.

3. The Pocatello Public Schools (District 25) and the Boise Public Schools operate programs in morals/values which might be considered as exemplary.

4. No special funds for ECE now exist.

5. If funds were available, they would be used to construct assessment instruments for determining community needs as a whole, with the purpose of creating an information framework upon which to base morals/values- and citizenship-education development.

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Illinois

1. Illinois has a major commitment to Ethical-Citizenship Education, which it terms Responsibility Education. The State Superintendent of Education has made a special program-development effort in this area.

2. The goals of Responsibility Education are to develop:

   Economic understanding (Students should have knowledge of profits and loss, taxation, collective bargaining, unemployment, the job market, to give them a basic, sound understanding of the economy that so dramatically affects their lives.)

   Divergent thinking skills (We should teach skills that enable students to think open-endedly, to see several options to problems, to think creatively and with flexibility.)

   Occupational competence (We must allow for a more informed approach toward career goals, study of the world of work and specifically information regarding the student's personal work interests.)

   Ability to cope with and adjust to change (Students should have knowledge of how and why change occurs, be able to understand the causes of change and to absorb and relate political, social, economic, moral, and legal changes on a personal level.)

   Ability to communicate effectively (Our educational system is producing a generation of semi-literates -- young people, regardless of their intellectual capacity, read at four to six grade levels below the twelfth grade and are unable to concisely and simply communicate on other than the most elementary level. Business, labor, industry, where writing is the basis of almost all formal communication, bemoan the fact that high school and college graduates cannot write sufficiently well.)

   Concern for nature and environment (We must teach our young people that there is an environmental crisis and that we can take positive action through conservation and wise use of energy resources.)

Knowledge of law and authority (Many persons see the law as a threat, rather than as a protection. We cannot perpetuate our value system merely by telling our children it is good. We can only assure its future by educating our children to admire its strengths, correct its faults, and to participate effectively as citizens.)

Knowledge of health and safety hazards (One of the primary and priority obligations we as human beings have to ourselves is the health and safety of each and every citizen.) (Joseph Cronin, memorandum, March 31, 1976)

3. In order to realize the above broad objectives, the following types of programs are supported in the schools:

   (1) School-practicum programs such as the High School Executive Internship Program;

   (2) Work-study programs involving the economic components of social studies and business education;

   (3) Law-focused education programs that expose students to the legal system, to the elements of justice, to actual cases in the courts system and corrections and rehabilitations;

   (4) Community education programs that stress service by young people to other agencies. These programs emphasize a revival of the tradition of public service by all and offer actual credit for off-campus community-based learning. (Joseph Cronin, memo to Illinois Board of Education, March 31, 1976)

4. ESEA Title IV grants (innovative projects) will be concentrated in the domain of Responsibility Education, supporting pilot projects initiated by local school districts.

5. If further funds were available, they would be used to forward current conceptual efforts to define the scope and content of Responsibility Education. The State Education Agency will want to offer related technical services in the future.

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Indiana

1. Indiana has a strong commitment to Ethical-Citizenship Education (ECE), with its concern leaning towards the development of responsible citizenship.

2. There is a State requirement to teach citizenship in the schools. Citizenship education is understood as developing in the student:

   - Knowledge of the types of responsibilities dictated by the Constitution of the United States;
   - Ability to reason about moral action;
   - Responsibility towards others, not just for self;
   - Moral responsibility for one's own actions.

   A new curriculum guide lists objectives and suggests strategies for ECE.

3. The State Education Agency (SEA) determines which textbooks are to be used throughout the public education system, thus permitting development of effective programs at the State level which are then disseminated in schools. A current ECE project is the development of a K-12 social studies curriculum based on the life of George Rogers Clark, the renowned American frontiersman and explorer. Clark is used as a model in our history, and related basic human concepts in the curriculum generate exercises in values exploration.

This effort inaugurates a program series (K-12) using famous persons to encourage student exploration of issues in the ethical/citizenship domain.

Kohlberg's work on moral judgment is influential in the development of goals and curriculum. The realm of ethics/values is approached, however, with broader tools than moral reasoning; traditional social values form the basis of curriculum efforts in the moral domain.

4. The Clark project is funded with money from the Lily Endowment, the National Endowment for the Humanities, and ESEA Titles.

5. If further funds were available, they would be used to promote the dissemination of the ECE programs sponsored by the SEA. In addition, technical services for ECE would be provided to schools, and the SEA would continue to develop ECE guidelines that meet the changing needs of society.

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Iowa

1. The State Education Agency (SEA) states that there is a need for and an interest in Ethical-Citizenship Education (ECE), although a Statewide needs assessment specific to ECE has not yet been undertaken. The need to develop ethical/values skills and attitudes is a judgment made by educators on the basis of a Statewide general needs assessment in 1974 (paraphrased from Max Morrison, personal communication, May 1976).

2. A priority list of ECE-related instructional goals, and processes and procedures to realize them, were developed from the 1974 Statewide needs assessment. These priorities serve as criteria for judging educational projects within the State:

Student Goals

(1) Possess vocational skills and attitudes;

(2) Knowledgeable about the appropriate attitudes toward drug use and abuse;

(3) Acceptance of self;

(4) Possess reading skills and appreciation;

(5) Proficient in using logical thought.

Processes and Procedures

(1) School environments which are free from excess pressures, anxiety, and frustration;

(2) Different kinds of instructional approaches to develop a student's thinking capacity rather than his capacity to remember;

(3) Curriculum reflecting attitudes and skills as well as facts and concepts;

(4) Educational programs emphasizing individual initiative. (Iowa Department of Public Instruction, 1974, unpaged)

3. There are no exemplary ECE programs currently in operation, although the SEA is seeking information about successful programs.

4. No special funds for ECE now exist.

5. If funds were available, they would be used to begin a search for information and assistance in developing program directions for ECE.

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Kansas

1. While there is an interest in citizenship education, there are currently no programs or plans in the area of ethical/moral education. There is resistance to the concept of school involvement in ethical/moral education, most likely because of the State's strongly religious population.

2. State goals in the area of citizenship education (1972) (and what might be considered ethical/moral education goals) are listed under the categories of Values and Citizenship and Social Relations:

   Values and Citizenship

   (1) A concern for the equal dignity of every individual;

   (2) A concern for the welfare, a knowledge of every right and freedom of all individuals, and a responsibility to the society in which he lives;

   (3) A pride in the learner's own ethnic group, nation, or culture;

   (4) An acceptance of the learner's role as a group member and as a citizen;

   (5) A support of free and honest communication.

Social Relations

(1) An understanding of cultures different from the learner's such as food, shelter, clothing, occupations, and unique social relations;

(2) An understanding of society's influence on the learner's way of thinking and way of life;

(3) An understanding of how the learner may affect the progress, conditions, and forces operating in the world around him;

(4) An awareness of the interdependence and interrelationship among peoples, regions, and nations;

(5) An awareness of the contributions of many different peoples to the learner's way of life;

(6) A knowledge of the means of communication between individuals, communities, states, and nations;

(7) An ability to contrast rural and urban, farm and city, and affluent and low income ways of life;

(8) An awareness of how and why social groups develop and change such as family, school, and community;

(9) An awareness and understanding of the various ethnic and socio-economic life styles common to our total culture. (cited in Colorado Department of Education, 1973, p. 22)

3. State-funded programs in consumer education which further citizenship objectives have been in operation for 3 years.

Several school programs focus on students' self-image and thus are relevant to Ethical-Citizenship Education (ECE).

ECE objectives are met within the social studies curriculum, which includes American History and American Government.

4. Title III funds support the school programs which develop self-image in students.

5. No response.

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Kentucky

1. Kentucky has long been interested in Ethical-Citizenship Education (ECE). From 1951 through 1954 the State Education Agency (SEA) had a Moral and Spiritual Education division which developed exemplary programs in this area. Since 1974 Kentucky has readdressed this domain (see below).

2. On June 18, 1974, the SEA repealed its existing goals related to moral and spiritual-values education (Character Education) and incorporated these Character Education regulations into the Kentucky State Plans for Accrediting Elementary and Secondary Schools (S. Alexander, memorandum, 1974). Thus, the old Character Education regulations are open for SEA revision and will serve, when redefined, as measures for assessing public education's objectives and programs.

   Character Education regulations under the old statute (SBE 40.010) were:

> The State Board of Education...directs each...school teacher in the Commonwealth to teach in special classes or teach in connection with the existing classes such subject matter as will make students more conscious of their rights and duties in this democracy. The following topics and phases shall be included and receive particular emphasis:
>
> (a) The national heritage of the American citizen;
>
> (b) Respect and reverence of our American traditions;
>
> (c) Love and respect for the Flag of the United States;
>
> (d) A thorough knowledge of the Constitution of the United States and the Constitution of the Commonwealth of Kentucky;
>
> (e) Respect for any honorable work;
>
> (f) High moral and ethical standards;
>
> (g) Respect for law and parental authority;
>
> (h) The necessity for plain, everyday honesty with co-workers, superiors and self. (S. Alexander, memorandum, 1974)

3. There is a current SEA effort to write a position paper on ethical citizenship (Character Education) to meet contemporary needs.

While no local programs can yet be called exemplary, programs in values, consumer, and school-community education do exist which further ethical/moral development in the practice of citizenship.

A SEA report illustrates the many-faceted educational approach to ECE. New special programs in values education were created in the schools, and an extensive community-education effort developed which involved the P.T.A. The community educational programs included:

(1) A youth workshop which won two national awards;

(2) A council of principals, teachers, and P.T.A. leaders who met to study ways of emphasizing moral and spiritual values in their schools;

(3) A Community Council devoted to improving the quality of the community by coordinating the efforts of schools, churches, and social agencies;

(4) A weekend camp for all members of the family;

(5) Parent-education study groups in P.T.A. which emphasized values. (Kentucky Department of Education, 1954, p. 1193)

These previous efforts serve as possible models for new Character Education guidelines.

4. No special funds for ECE now exist.

5. If funds were available, they would be used for program development. Assistance would be sought in developing a guide for facilitating Character Education in the elementary and secondary schools.

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Louisiana

1. Louisiana has a definite interest in Ethical-Citizenship Education (ECE) and approaches it chiefly through values education. The Social Studies and Guidance and Counseling divisions of the State Education Agency (SEA) are developing guidelines and technical assistance capabilities to help public schools engaged in values education.

2. There are no formal written goals for ECE.

3. The Guidance and Counseling division of the SEA has sponsored several programs in preventive drug education which they consider relevant to ECE. In Tibido Parish, near Baton Rouge, a pilot program which combines teacher education, parent education, and student involvement in the community seeks to encourage the values of morality/citizenship. This school-community program typifies the educational strategy of ethical-citizenship "practice" used by Louisiana schools in dealing with problems of school violence, delinquency, and vandalism.

   Preventive programs to curb school violence in suburban New Orleans seek to inculcate respect for property and others through the creation of a more caring teacher-parent-student community.

   The social studies approach to ECE, supported by the SEA, stresses values education and self-concept development.

4. Special funds from the Louisiana Legislature have been appropriated for the drug-prevention programs and the programs to curb school violence.

5. If further funds were available, they would be used to create technical-assistance teams that could aid communities in developing teacher-parent-student participation in school-community affairs. These community technical-assistance teams now exist in several parishes; their methods would be taught to professionals throughout the State and disseminated. Parent and teacher education in methods of values education would be supported throughout the State.

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Maine

1. Maine has an interest in furthering Ethical-Citizenship Education (ECE). Title 20, Chapter III, of the Maine Revised Statutes (Maine, State of, 1964) states the legal bases for teaching religion and morals in State educational institutions. Maine's commitment to teaching virtue, morality, and citizenship is expressed in the opening paragraph:

> The presidents, professors and tutors of colleges, the preceptors and teachers of academies and all other instructors of youth in public or private institutions, shall use their best endeavors to impress on the minds of the children and youth committed to their care and instruction the principles of morality and justice and a sacred regard for truth; love of country, humanity and a universal benevolence; society; industry and frugality; chastity, moderation and temperance; and all other virtues which ornament human society; and to lead those under their care, as their ages and capacities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, secure the blessings of liberty and to promote their future happiness. (Maine, State of, 1964, p. 126)

2. A recent document published by the State Education Agency (SEA) outlines several educational objectives that touch upon ECE and suggests school policies to realize them. Of the two major educational goals, one refers directly to ECE: "To provide our American society with citizens who contribute to the support and to the improvement of its moral, social, aesthetic, economic and political values" (Maine Department of Education, 1971, unpaged).

   To achieve this broad goal, several enabling objectives for individuals are described:

   - To develop an appreciation of his own intrinsic worth and of the worth of others;

- To develop an awareness of his own civic privileges and responsibilities;

- To develop a moral and ethical commitment to contribute to the physical and emotional well-being of all mankind, including himself;

- To learn to cope with change and to initiate change;

- To develop appreciation of historical and cultural heritage;

- To become more keenly aware of his relationship to his environment;

- To develop a positive attitude toward his involvement in the school community and society in general. (Maine Department of Education, 1971, unpaged)

Policies are recommended to help students achieve these goals, centering on the school environment and program:

> When people live closely together in an organized society, there are many behavioral characteristics of the individual that contribute to the well-being of society. These characteristics include moral values, such as humility, trust, honesty, kindness, loyalty and courtesy, which can and should be goals in each school's curriculum....
>
> It is not enough for a school to impart knowledge and to encourage a thirst for learning and academic achievement. Just as it is part of the school's function to foster the pupil's physical well-being, it is also part of the school's function to aid pupils in their development of a consistent commitment to attitudes, values and moral outlook that will promote their mental, emotional and social well-being.
>
> We believe that each school system should:
>
> • Provide opportunities for each child to develop a basis for interpreting community, state, national and world problems with appropriate practice both in the school and in the community;

- Seek actively the cooperation of community agencies, organizations, and individuals in studying and suggesting revision of its curriculum and services;

- Contribute to the development of sound moral and ethical values. (Maine Department of Education, 1971, unpaged)

3. The SEA Social Studies division gives local schools help in recommending texts and methods for teaching values and moral issues.

   Several pilot programs in law-related education are in operation.

4. No special funds for ECE now exist.

5. If funds were available, they would be used to provide technical services to schools in the development of special programs in values and moral issues.

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Maryland

1. Maryland has an active interest in developing Ethical-Citizenship Education (ECE) objectives and programs.

2. Goals in the ECE area are currently being formulated by a task force within the State Education Agency Social Studies division.

3. Law-related education within social studies, K-12, is a major project within the State. A Citizen's Advisory Council for Law Education in three counties (Howard, Anne Arundel, and Carroll) is actively supported by the Maryland Bar Association.

An Ethnic Studies Program is being carried out in several schools. The intent is to encourage new perspectives on intergroup relations and new ways to relate cooperatively among groups rather than to highlight the values of a particular group.

There are also programs in values education and moral reasoning.

4. LEAA and State funds (approximately $70,000) support the law-related education.

5. If further funds were available, they would be used to promote law education and to conduct a K-12 needs assessment for ECE objectives and treatments in social studies.

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Massachusetts

1. Massachusetts has a high-priority interest in Ethical-Citizenship Education (ECE). State programs in moral reasoning, law-related education, and citizenship education are considered pioneer programs by many educators throughout the nation.

2. Among the 10 major State goals, ethical-citizenship concerns can be directly identified in three (Massachusetts Board of Education, (1971):

   Citizenship in a Democratic Society

   > Education should provide each learner with a knowledge and understanding of how our society functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others. (p. 8)

Respect for the Community of Man

> Education should provide each learner with a knowledge and experience which contributes to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual. (p. 9)

Individual Values and Attitudes

> Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes. (p. 12)

3. The Coordinating Committee for Citizenship Education, organized by the State Board of Education, serves as a clearinghouse of information on new approaches in moral/citizenship/values education in the country. The Committee provides technical services to school districts throughout the State. Workshops are held on teaching strategies, and conferences on various ECE issues are held in schools and communities.

   Moral-reasoning curricula based on Kohlberg's[3] work and law-focused education based on Oliver and Shaver's[4] work are presently included in several pilot programs in secondary schools (e.g., Cambridge Public Schools, Newtown Public Schools, and Berklins Public Schools).

4. ECE projects are funded from several sources, including grants from the National Endowment for the Humanities as well as various ESEA Title programs.

5. If further funds were available, they would be used to make formal arrangement with State Teachers Colleges to train prospective teachers in contemporary ECE methods. In addition, more in-service training would be conducted by the Coordinating Committee for Citizenship Education.

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[3] See Kohlberg, L. The cognitive-developmental approach to moral education. Phi Delta Kappan, 1975, 56(10), 670-677.

[4] See Oliver, D., & Shaver, J. Teaching public issues in the high school. Boston: Houghton Mifflin Co., 1966.

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Michigan

1. There is a strong interest in the area of Ethical-Citizenship Education. A State Education Agency (SEA) report (the result of several years of research into social, moral and ethical, and aesthetic values that should be taught in Michigan schools) contains recommendations of approaches and materials to be used in this content area (Michigan Department of Education, 1971).

2. The SEA policy regarding citizenship, morality, and values education includes the following statement:

> To moralize and to impose morality on youngsters -- especially in a pluralistic society -- is not within the purview of public education. But to show young people the value of moral inquiry most distinctly is, since in a democratic society, one of the purposes of the public school -- if not the purpose -- is to educate for the betterment of the social whole. (Michigan Department of Education, 1971, p. 15)

The policy orientation is that education in the areas of citizenship, morality, and values should avoid indoctrinational approaches; rather, it should focus on a "values-clarification" methodology, i.e., an approach that leads students to discover and to examine their own values and the values of others in the spirit of the Socratic dictum: "An unexamined life is not worth living." Nevertheless, values are listed which are considered "absolutes" in American society and which thus should be taught through appropriate curricula:

> The value of liberty and the right to pursue happiness;
>
> The value of the intrinsic dignity and the worth of the individual;

The value of law and equal access to justice;

The value of equality of opportunity;

The value of active citizenship and self-responsibility;

The value of understanding all people and all cultures. (p. 18)

3. Many Michigan school districts are interested in ECE education and use values-clarification approaches in their curricula, primarily in the middle school. Two Statewide conferences were held on the topic of citizenship, morality, and values education in 1975.

4. ESA Title III funds were used for the initial study of citizenship, morality, and values-education priorities.

5. If further funds were available, they would be used to provide technical services to school districts for program development and teacher-training.

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Minnesota

1. The State Education Agency has a special interest in moral education and has applied the work of leading theoreticians (e.g., Sprinthall[5], Rest[6], Kohlberg[7], and Loevinger[8]) in program development. Citizenship education is a traditional concern.

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[5]See Sprinthall, N. A. The adolescent as a psychologist: An application of Kohlberg to a high school curriculum. School Psychology Digest, 1972, 1(2), 8-14.

[6]See Rest, J. R. Developmental psychology as a guide to value education: A review of "Kohlbergian" programs. Review of Educational Research, 1974, 44, 241-259.

[7]For Kohlberg reference, see footnote 3, p. 52.

[8]See Loevinger, J., & Wessler, R. Measuring ego development (Vols I & II). San Francisco: Jossey Bass, 1970.

2. A task force is presently revising the secondary graduation requirements, and training in the decision-making aspect of moral education is among the requirements. Citizenship education remains an area of knowledge required of all students.

3. There are several efforts in developmental education which focus on developing moral-reasoning skills and promoting healthy character development. Among them is an ESEA Title I project in Minneapolis, "deliberate psychological education," which seeks to promote psychological growth among inner-city minority youth of high school age (Minnesota Department of Education, 1976).

   In Bemidgi Public Schools, in the seventh to ninth grades, social studies departments are piloting a morals/values curriculum which uses Kohlberg's case-study approach.

   Law-related curricula are being used in many junior and senior high schools to further citizenship education.

4. ESEA Title IV funds have been used to support theoretical work in the development of moral-reasoning curricula by leaders in the field. ESEA Title I funds are being used in the deliberate psychological education project in Minneapolis schools.

5. If further funds were available, they would be used to extend the current pilot projects in moral decision-making and deliberate psychological education throughout the State. In-service courses would be offered to teachers throughout the State. An effort would be made to extend moral-decision-making curricula into social-context applications, since research has shown that cognitive moral reasoning and social behavior are closely linked. More program alternatives for moral problem-solving in actual situations, in the classroom and beyond the classroom, would be developed with additional funding.

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Mississippi

1. Mississippi has an interest in Ethical-Citizenship Education (ECE).
2. Four of the 10 priority goals compiled by the State Education Agency (1973) relate to ECE:

   > To identify and cultivate acceptable moral and ethical values within the framework of the democratic process;
   >
   > To develop an awareness of civic privileges and responsibilities;
   >
   > To develop positive attitudes in the area of human relations;
   >
   > To develop a positive self-concept. (cited in Colorado Department of Education, 1973, p. 36)

3. There are currently no exemplary ECE projects in the State. Moral, values, and citizenship education occur through the standard school curriculum and normal teaching. However, an effort is underway to establish ECE-related skill-based educational objectives in social studies and other areas.
4. No special funds for ECE now exist.
5. If funds were available, they would be used to develop ECE attitudinal/behavioral objectives for students.

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Missouri

1. Missouri uses the term Character Education as its rubric for Ethical-Citizenship Education (ECE). The State Education Agency (SEA) is very interested in developing ECE objectives and strategies and has begun several pilot projects.

2. The SEA has listed several goals under the category of Social Development which articulate the student learning objectives which contribute to Character Education:

   > Cultural Awareness - Each individual will have the opportunity to develop a respect for, and a knowledge of persons of different racial, religious, and/or social backgrounds based on meaningful personal experience.
   >
   > Governmental Institutions-Citizenship - Each individual will have the opportunity to develop proficiency in appropriate skills related to participation in civic affairs; development, enactment, and enforcement of laws; and the creation and function of governmental organization.
   >
   > Concept of Self, Morality, and Values - Each individual will have the opportunity to develop positive moral, spiritual, and ethical values. He will develop an understanding and acceptance of himself...his own worth and potentialities. (Missouri State Board of Education, n.d., unpaged)

3. Two pilot schools (secondary) operate programs in Character Education; nine more secondary schools will be added in the next year. The Character Education program is designed for teaching problem students prosocial behavior. Teachers are trained in counseling and teaching strategies which will develop students' sense of belonging to the school community and a more positive self-concept. The program includes a 2-week survival-training project in which youth experience personal competence in coping with stress situations.

4. The Character Education pilot programs are funded by LEAA funds through the Missouri Council on Criminal Justice.

5. If further funds were available, they would be used to disseminate the current pilot program of Character Education in secondary schools. Teacher-training in the relevant counseling and teaching strategies would be part of this effort.

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Montana

1. Ethical-Citizenship Education (ECE) is not a State priority in the development of new programs. While social studies acquaints students with the values and principles of citizenship, morals and values are viewed as the concern of the family and the local community.

2. Four goals touch on ECE:

> Learn the rights and responsibilities of citizenship;
>
> Develop and apply standards for judging his or her behavior;
>
> Learn to live in harmony with others;
>
> Develop an understanding of his or her role and the roles of others as members of a family. (cited in Colorado Department of Education, 1973, p. 39)

3. There is an effort to require non-Indian teachers to learn about the seven Indian tribes in Montana, so that all children may experience the cultural heritage and diversity of the Indian culture. By 1979 all teachers on or adjacent to Indian reservations will have to take six credits in Indian Culture at a State college.

4. No special funds for ECE now exist.

5. If funds were available, they would be used on a local-community basis, preceded by a needs assessment to determine community interest in ECE.

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Nebraska

1. Planning activity in social studies at the State Education Agency (SEA) level includes an effort to bring new concepts and strategies to the Ethical-Citizenship Education area. However, local autonomy (1,240 school districts determine their own curricula) makes a Statewide effort difficult.

2. The SEA adopted (1971) the following goals which touch upon moral, values, and citizenship education:

> Each student should:
>
> Understand and respect a variety of governmental systems, and be prepared to participate on his own;
>
> Be prepared to be a responsible member of a family as well as other groups;
>
> Realize that every person is handicapped in some manner, and willingly adjust for handicaps in others as well as himself;
>
> Recognize his own personal worth and dignity and that of every individual.
>
> Function within society according to a personal system of values;
>
> Share the responsibility for protection and improvement of both his social and natural world;
>
> Recognize and respect differences in cultures around the world and around his community. (cited in Colorado Department of Education, 1973, p. 40)

3. The Nebraska Drug Commission operates several pilot programs in values clarification in public schools.

   Curriculum development in several school districts applies Kohlberg's moral-reasoning theories to social studies units, with the SEA providing consultation and teacher in-service workshops.

Law-related curricula are being used in many schools. These programs are coordinated by a Statewide committee, which is presently developing a position paper.

A special interdisciplinary K-12 curriculum for the Bicentennial was developed by the SEA (Nebraska Department of Education, 1975). It encourages an inquiry approach to morality, social values, and contemporary American life in general.

4. LEAA funds help fund the teacher-training in law-related education.

   ESEA Title III funds (innovative projects) are used for law-related education and development of the moral-reasoning social studies curriculum.

   The Bicentennial interdisciplinary curriculum was funded by an ESEA Title III grant.

5. If further funds were available, they would be used to employ experts in cognitive-developmental education, law-related education, and values education, with the purpose of developing curriculum guides and organizing teacher workshops. Funds would also be used to further current activities of the State Coordinating Council in Law-related Education and the State Council in Social Studies.

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Nevada

1. Although there is an interest in Ethical-Citizenship Education (ECE), no special program development is planned.

2. Two State goals touch on the knowledge and competencies related to the ethical-citizenship domain: Citizenship and Social Competence. Specific objectives within these goals are approached primarily through social studies.

3. There are programs in law-related education throughout the State. Values education exists in the form of both values-clarification education and concrete-values education (responsibilities rather than rights).

   The State Education Agency selects text books, and an effort is made to assure that social studies texts reflect recent developments in values education. However, no ECE curriculum guides are planned.

4. LEAA funds support law-related education.

5. If further funds were available, they would be used to run workshops for teachers in values education and promote other approaches relevant to ECE. Social studies would be the prime mover in this area.

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New Hampshire

1. New Hampshire has a strong interest in Ethical-Citizenship Education (ECE), although it would define the domain simply as citizenship education.

2. An assessment is currently being made, based on the instrument of the National Assessment of Educational Progress (NAEP) directed to citizenship knowledge and competencies in 13- and 17-year-old students. A report will be made in August 1977, and objectives and treatments for citizenship education will then be developed.

3. New Hampshire has many programs in values education, both values-clarification methods and the teaching of concrete values, moral reasoning, and law-focused education.

   The law-focused education is under the supervision of the State Education Agency Social Studies division and has the support of the New Hampshire Bar Association. Four city high schools have exemplary programs in law-focused education.

4. No special funds for ECE now exist.

5. If funds were available, they would be used to disseminate the exemplary models of law-focused education in more schools.

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New York

1. New York has an interest in Ethical-Citizenship Education (ECE). In 1965 it created an Office for Humanities Education which serves schools in the development of study programs aimed at "examining the alternative value commitments that are open to individuals and the consequences that an individual's choices have upon oneself and one's fellows" (Clauss, 1976, p. 1). The Office for Humanities Education thus reflects a major commitment to ECE approaches. The State Education Agency (SEA) Commissioner, Ewald B. Nyquist, has issued a strong statement calling for priority attention to ECE:

> There is a pressing need to accord a more lofty place of pride to ethical and moral analysis and to make the search for humane values an integral, not peripheral, part of the curriculum. Lest I be misunderstood, I am not proposing that students be indoctrinated in some particular set of beliefs. But there are ways to teach by critical inquiry the consequences of choices, the meaning of law, of due process, of justice, of freedom, of equality; the paradoxes which must be resolved in personal goals, values and life-styles, such as unity with diversity, social cohesion and individuality, dissent and consensus, order and freedom, and personal identity with a sense of community. In a crowded world full of exaggerated individualism and ethnic and racial isolation and separatism, education must take the lead in developing what I like to call social intelligence, or the capacity to work effectively with others. (cited in Clauss, 1976, p. 1)

2. In 1970 the SEA Division of Humanities and Arts set four major instructional objectives to further the competencies of responsible citizenship:

   - To develop critical thinking;
   - To further awareness and the ability to govern affect in one's life;
   - To encourage interdisciplinary approaches in the education of the student;

- To enable students to engage in the process of valuing.

The first three are seen as skill-development objectives which will make possible the fourth objective, valuing.

Of 10 State goals, 6 can be understood as guides for the achievement of ECE (New York Board of Regents, 1974):

> Goal 2: Ability to sustain lifetime learning in order to adapt to the new demands, opportunities, and values of a changing world:
>
> a. Knowledge of contemporary society;
> b. Knowledge of alternative futures;
> c. Learning skills;
> d. Personal planning skills;
> e. Problem defining and solving skills. (p. 6)
>
> Goal 4: Understanding of human relations -- respect for and ability to relate to other people in our own and other nations -- including those of different sex, origins, cultures, and aspirations:
>
> a. Respect for and knowledge of other social, cultural, and ethnic groups;
> b. Understanding one's relationship to his natural, economic, and social environment;
> c. Respect for the community of man;
> d. Understanding of home and family relationships and involvement in the home, community and society in general. (p. 7)
>
> Goal 5: Competence in the processes of developing values -- particularly the formation of spiritual, ethical, religious, and moral values which are essential to individual dignity and a humane civilization:
>
> a. Knowledge of the diversity of values;
> b. Skill in making value-based choices;
> c. Commitment to one's own values and acceptance of diversity of values in society. (p. 7)

Goal 6: Knowledge of the humanities, social sciences, and natural sciences at a level required to participate in an ever more complex world:

a. Knowledge of the basic methods of inquiry in each field;
b. Interdisciplinary efforts to focus knowledge on problems. (p. 7)

Goal 9: Understanding of the processes of effective citizenship in order to participate in and contribute to the government of our society:

a. Knowledge about political, economic, and legal systems, with an emphasis on democratic institutions and on the global interdependence of these systems;
b. Knowledge of the American political process at national, state, and local levels;
c. Knowledge about taxation and fiscal policy;
d. Acquisition of citizenship skills:

    1. Decision making
    2. Group participation
    3. Leadership and "following." (p. 8)

Goal 10: Knowledge of the environment and the relationship between one's own acts and the quality of the environment:

a. Awareness of one's relationship to the environment;
b. Preservation and wise use of resources;
c. Understanding the effects on the environment of man's activities and values-lifestyles, technology, population growth, energy utilization, etc. (p. 8)

3. There are presently 2,400 courses in values education being offered at the elementary and secondary levels.

Social studies, English, and other disciplines integrate within their courses skill-development activities which lead to effective, responsible citizenship. The SEA provides teacher-training and curriculum information which further competency-development in social skills of group activity and academic skills of inquiry and values clarification.

There are several exemplary projects. A consortium of six school districts and parochial schools in the city of Rochester is engaged in a project called Values Education for Citizenship.

Two high schools -- in Dobbs Ferry and Portchester -- are restructuring the school's curriculum to achieve an interdisciplinary approach which stresses cognitive and affective skill development in the various subject areas.

In Brooklyn, middle schools are involved in special projects using Simon's[9] values-clarification materials.

In the Bronx a special project uses TV to involve students and teachers in the construction and resolution of moral dilemmas.

The University of the State of New York sponsors a Humanities Series, publications intended for the use of teachers in elementary and secondary education. Among the publications are:

- Humane Life-Coping Skills
- Critical Thinking and Reasoning: A Handbook for Teachers
- Designing Interdisciplinary Studies Programs
- Valuing: A Discussion Guide
- Developing Instructional Objectives for Humanities Programs
- Values: Simulations for the Classroom

These can be requested from Project Search, Division of Humanities and Arts, New York State Department of Education.

4. ESEA Title IV(c) funds are being used to support the Rochester project in Values Education for Citizenship.

5. If further funds were available, they would be used to disseminate existing exemplary project models throughout the State.

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[9]See Simon, S., Howe, L. W., & Kirschenbaum, H. Values clarification: A handbook of practical strategies for teachers and students. New York: Hart Publishing Co., 1972.

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North Carolina

1. North Carolina has a strong interest in furthering Ethical-Citizenship Education (ECE) with new, effective concepts and strategies. Innovative ECE curricula and program development are being carried out mainly in the health sciences and social studies areas.

2. A mission statement adopted by the State Education Agency (SEA) lists several student instructional objectives which touch upon ECE:

   > Students will:
   >
   > Demonstrate competencies in the arts sufficient to enable the student to make wise value judgments;
   >
   > Demonstrate the skills, knowledge, attitudes and habits necessary for effective and responsible citizenship;
   >
   > Demonstrate the skills, knowledge, attitudes and habits necessary to develop constructive human relationships. (North Carolina Department of Public Instruction, 1973, p. 1)

3. A Life Skills for Health program, K-12, developed by the Health, Safety, and Physical Education division of the SEA is being piloted in four demonstration centers in different regions; collectively, these centers service all State school districts. The curriculum focuses on mental health and human behavior (values clarification, decision-making, problem-resolving,

self-awareness, understanding and interpreting human needs, development of self-concept, development of interpersonal skills, and understanding determinants of human behavior) (North Carolina Department of Public Instruction, 1976).

A new social studies curriculum guide developed by the SEA Social Studies division approaches ECE by seeking to make students both active and effective participants in society and decision-makers in their own lives. The skills of inquiry, values clarification, decision-making, and interpersonal relations are stressed. Of the six goals, four refer directly to the development and exercise of attitudes in becoming ethical and effective citizens:

> Develop skills and attitudes conducive to the use of rational processes for problem-solving, valuing, and decision-making;
>
> Develop positive attitudes toward other peoples;
>
> Develop a system of values consistent with fundamental tenets of democracy;
>
> Develop an understanding of oneself and one's relationship to others and to the environment. (North Carolina Department of Public Instruction, n.d., p. 3)

4. The K-12 Life Skills for Health program was funded by the North Carolina Drug Authority.

   The social studies curriculum guide was funded through the SEA Social Studies division.

5. If further funds were available, they would be used for teacher in-service education in order to extend dissemination of current life-skills education and cross-cultural studies. Funds would also be used to develop realistic evaluation instruments to measure program effects on students over a 3- to 5-year period.

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North Dakota

1. Ethical-Citizenship Education (ECE) is a high priority in North Dakota. A 1974 Statewide needs assessment ranked ECE-related goals 2, 3, 7, and 8 in a list of 11 educational goals.

2. The ECE-related goals are (in rank order):

> Develop good character, self-respect and a feeling of self-worth;
>
> Learn to be a responsible citizen and practice democratic ideas and ideals;
>
> Form satisfying and responsible relationships with other people, including those with characteristics different from his/her own;
>
> Understand and practice the skills of family and community living. (North Dakota Department of Public Instruction, 1974, unpaged)

3. Special efforts are being made from the fourth- to the eighth-grade level to promote student involvement in the issues and practice of city government. Students are guided through social studies units and visitations bearing on the principles and practice of democratic government.

Self-Enhancing Education (SEC) is a K-12 curriculum offering opportunities and strategies for skill development in decision-making, values clarification, and interpersonal relations.

The State Education Agency has published a consumer education guide intended for secondary grades; a law-and-justice guide now being used in 55 high schools; and a women's-justice guide intended for secondary grades.

4. ESEA Title III (innovative projects) funds were used to develop the women's-justice guide.

   LEAA funds were used for the law-and-justice guide.

   NIDA grants were used to fund the SEC program.

5. If further funds were available, they would be used to provide technical services to program development and teacher-training in such ongoing programs as the SEC project and the social studies curricula.

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Ohio

1. Ohio has a definite interest in citizenship education and has developed plans for Statewide support of values education.

2. Major State goals of education which refer to the ECE area include:

   > Social Studies: Each student should know the basic principles and practices of American Society in comparison to other societies, as well as the rights and duties associated with responsible citizenship in American Society.
   >
   > Human Relations, Family Living and Personal Development: Each student should have an understanding of the importance of human relations, family relationships and the skills necessary to function successfully in everyday life. (cited in Colorado Department of Education, 1973, pp. 45-46)

3. The State Education Agency (SEA) Social Studies division has developed an American Bicentennial sourcebook (1976) for elementary and secondary grades. It emphasizes personal responsibility and civic duty and provides lesson ideas for involving students in the values and principles of American government and society; its values-clarification approach seeks to develop students' skills of inquiry and values analysis.

   The SEA has developed a guide to voter competence (1975) for young people who are about to reach voting age.

   Next year a major effort will be launched by the SEA to provide teachers with in-service training in values education -- its goals and strategies.

4. The State legislature provided some funds for the development of the instructional and in-service materials of the Bicentennial program.

5. If further funds were available, they would be used to develop curriculum products and in-service workshops in citizenship education and values education.

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Oklahoma

1. A recent Statewide needs assessment (1975) records Ethical-Citizenship Education (ECE) as a top priority.

2. Among the top 10 State educational goals, 7 relate to ECE:

> Understand the importance of effective participation in fulfilling one's obligation to society;
>
> Assume personal responsibility for oneself and his actions;
>
> Possess knowledge of and respect for oneself in relation to interest and capabilities;
>
> Develop a positive, realistic recognition and acceptance of oneself;
>
> Understand, respect and appreciate the importance of home, family, and community life and America's form of government. (Oklahoma State Department of Education, 1976a, p. 1)

3. Oklahoma currently has over 20 school projects which are designed to further the ECE goals. The projects focus primarily on values clarification and techniques enabling youth to develop positive self-concepts. Several approach citizenship education by involving youth in their community government (Chickasha Schools, Stigler Schools) (Oklahoma State Department of Education, 1976b, pp. 1, 5).

4. All the above innovative projects are funded by ESEA Title III monies.

5. If further funds were available, they would be used to disseminate existing pilot projects and to provide technical assistance in teaching-training and program development. The State Education Agency would also continue its research and development in ECE program design and evaluation.

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Oregon

1. Citizenship education, of which ethical/moral education is considered to be a part, is a high priority in Oregon. A special State Education Agency division has been created to provide program leadership in this area.

2. Citizenship education has become a required area of study for Oregon public schools, pursuant to Oregon Administrative Rule 22-240, adopted by the State Board of Education in 1974. "It is intended that value and character development (moral education) is a part of citizenship education" (A.C. Grubb, personal communication, 1976).

   Some aspects of citizenship education are also required by State law:

   > In public schools special emphasis shall be given to instruction in: honesty, morality, courtesy, obedience to law, respect for the national flag, the Constitution of the United States and the Constitution of the State of Oregon, respect for parents and the home, the dignity and necessity of honest labor and other lessons which tend to promote and develop an upright citizenry, respect for all humans, regardless of race, color, creed, national origin, religion, age, sex or handicaps. Acknowledgement of the dignity and worth of individuals and groups and their participative roles in society. (Oregon, State of, 1975)

3. Exemplary Ethical-Citizenship Education (ECE) programs are chiefly in the values-clarification area: a values-education project in Ashland Public Schools and the values projects in the Portland Public Schools.

4. No special funds for ECE now exist.

5. If funds were available, they would be used to develop an ECE curriculum guide, including course goals and instructional activities, K-12. Pilot programs would be conducted in schools throughout the State.

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Pennsylvania

1. Pennsylvania is interested in Ethical-Citizenship Education (ECE).

2. Of Pennsylvania's 10 goals for quality education (1970), 4 are considered to be in the ECE domain:

> Quality education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.
>
> Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own.

> Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.
>
> Quality education should help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal expectation. (cited in Colorado Department of Education, 1973, p. 48)

Pennsylvania has implemented a Statewide evaluation program, Educational Quality Assessment (EQA), which tests seventh and ninth graders every year for their competence in the goal areas listed above. All public schools are expected to offer curricula addressing the goals, and the EQA office also offers technical assistance to schools in the selection of such curricula (Pennsylvania Department of Education, 1973).

3. Many projects incorporate new ECE concepts, mostly in the field of values education. A social studies program in Allegheny County schools (for fifth, eighth, and tenth grades) uses Kohlberg's moral dilemmas.

4. The Allegheny County program in Kohlberg's moral dilemmas is funded by ESEA Title III (innovative projects).

5. If further funds were available, they would be used to disseminate programs known to be effective throughout the State, and to develop ECE in-service programs for teachers and administrators.

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Rhode Island

1. Ethical-Citizenship Education (ECE), as a formal entity, has not been identified as a priority area.

2. There is a State goal in political/citizenship education which stresses skill development in analysis, comprehension, and evaluation of political issues and documents. Seventy-five performance indicators (Rhode Island Department of Education, 1976) measuring these skills in all educational domains produce data which can stimulate curriculum development and teaching strategies in social studies. Skill development in the understanding, shaping, and utilization of content is emphasized rather than content studies for their own sake.

   Twenty-five performance indicators in the area of learning environments measure to what extent rights and democratic procedures are observed in the conduct of education (Rhode Island Department of Education, 1976). Student participation in the governance of the school is thus encouraged.

3. Rhode Island's approach to citizenship education emphasizes skill development and practice, mainly within social studies.

   Consumer-education programs emphasize responsible citizenship practices.

4. No special funds for ECE now exist.

5. No response.

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South Carolina

1. South Carolina has an interest in the areas of moral/values education and citizenship education.

2. Values education is seen as the approach for realizing goals in moral education. New 5-year objectives within values education will be met with the development of values-clarification and decision-making programs.

3. Several programs and program-development efforts are relevant to Ethical-Citizenship Education (ECE). Secondary schools in South Carolina use a law-related educational curriculum developed by the Political-Legal Institute in New Jersey. The curriculum includes topics such as free speech, the decision-making process, and citizen participation.

   Teachers' workshops in 92 school districts help upgrade teaching strategies as part of the 5-year plan to upgrade basic skills; instruction in values-clarification teaching methods is included in these workshops.

4. ESEA Title III funds implement the law-related education.

5. If further funds were available, they would be used to promote State-level development of teaching kits in values-education strategies and consumer economics. Additional funds would be allocated more specifically to the development of teaching guidelines, within the broad ECE area. Voting-education workshops could be provided. Various curricular areas could be augmented with ECE materials.

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South Dakota

1. Ethical-Citizenship Education (ECE) is considered an area of continuing importance, with recent Statewide needs assessment assigning it high priority.

2. South Dakota law, in Section SDCL 13-33-6, requires every public and nonpublic elementary and secondary school in South Dakota:

> to provide special moral instruction intended to impress upon the minds of students the importance of truthfulness, temperance, purity, public spirit, patriotism, respect for one's neighbor, obedience to parents, respect for the contributions of minority and ethnic groups to the heritage of South Dakota and due deference to old age. (F.R. Wanek, personal communication, May 25, 1976)

The Deputy State Superintendent states that providing school programs to meet these legal criteria is most difficult. Starting July 1, 1976, the State Education Agency will begin exploring appropriate concepts upon which to base guidelines in the areas mandated. Curriculum specialists will be employed to develop the guidelines for program development and evaluation (Fred Wanek, personal communication, May 1976).

3. There are currently no exemplary programs that relate directly to ECE.

4. No response.

5. If funds were available, they would be used to further explore program-development guidelines to meet the legal criteria cited above.

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Tennessee

1. Tennessee is strongly interested in Ethical-Citizenship Education (ECE).

2. Among 10 basic goals, 2 refer directly to ECE:

> Each person should ... know and use the basic requirements for responsible citizenship.
>
> Responsible citizenship is based principally upon a knowledge of and willingness to pursue the rights, privileges and responsibilities given to each citizen by the U. S. Constitution and the courts. The goal includes such concepts as:
>
> - Appreciation of the elective system and knowing how to vote;
> - Respect for the rights and property of others;
> - Respect for and cooperation with those in authority;
> - Knowledge and appreciation of the history of the community, state, nation and world;
> - The obeying of basic rules of school and community;
> - Concern for the well-being of others;
> - Knowledge of and willingness to apply legal principles for bringing about constructive political and social change;
> - Competence in judging the merits of opposing political issues and candidates for public office;
> - An understanding of the merits of the free enterprise system as compared to other systems;
> - An understanding of the merits of our political system as compared to other systems.
>
> Establish and maintain satisfactory relationships with other persons.
>
> A satisfactory relationship with another person as used in this goal means that the relationship, at least, involves mutual respect and, at best, is beneficial to both. Implied in all good relationships among people is that each person has cultivated moral and ethical values which should be used as guides. A further definition of the goal includes:

Knowledge of a variety of moral and ethical values and using this knowledge for establishing a personal value system free from bias and prejudice;
Changing of personal values held when the change is morally beneficial to self and others;
Competence in interpersonal and group relationships;
Willingness to establish and maintain good relationships with other students, teachers, administrators and with persons belonging to social, cultural and ethnic groups different from one's own;
Understanding the role of home and family in developing attitudes and values which enhance good human relations. (cited in Colorado Department of Education, 1973, p. 54)

3. Values-clarification projects exist in several schools.

   The State Education Agency (SEA) Social Studies division is engaged in identifying promising programs in the nation which can further ECE objectives.

   Social studies curriculum specialists provide technical assistance to schools in locating and implementing strategies in values education and citizenship education.

4. No special funds for ECE now exist.

5. If funds were available, they would be used to establish a consortium of school systems to address the question of ECE in-service education and program development. The SEA would create curriculum guides on specific ECE topics and provide resource guides to schools.

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Texas

1. Texas has a strong interest in furthering Ethical-Citizenship Education (ECE).

2. The State Education Agency (SEA) goals include several objectives directly related to ECE:

> Citizenship and Political Understanding and Competence
>
> Knowledge about comparative political systems with emphasis on democratic institutions, the American heritage, and the responsibilities and privileges of citizenship;
>
> Skill for participating in the processes of public and private political organizations and for influencing decisions made by such organizations;
>
> Competence in judging the merits of competing political ideologies and candidates for political position.
>
> Competence in Personal and Social Relations
>
> Knowledge about basic psychological, sociological, and cultural factors affecting human behavior;
>
> Skill in interpersonal and group relations, and in formation of ethical and moral standards of behavior;
>
> Competence for adjusting to changes in personal status and social patterns. (Texas State Board of Education, 1976, unpaged)

3. Several exemplary programs approach ECE through the development of lifetime student competencies in decision-making, values education, and interpersonal relations.

The SEA has published a K-12 curriculum guide (crime prevention and drug education) with instructional objectives; it has also suggested classroom strategies and content in skill development (Texas Education Agency, 1973).

The SEA has also published a guide for teachers which lists desirable teacher competencies which will enable effective teaching for student ECE outcomes (Texas Education Agency, 1975).

A law-related curriculum (Dallas and other cities) is associated with the American Bar Association program to promote good citizenship by inculcating a respect for the law through knowledge of the legal process.

4. The State legislature voted funds for the crime-prevention and drug-education program, and some ESEA Title IV(c) funds were also allocated to the project.

5. If further funds were available, they would be used to provide teacher-training in affective educational strategies throughout the State. Curriculum materials would be created to augment the limited materials for skill/competency development.

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Utah

1. Utah has a strong interest in Ethical-Citizenship Education (ECE). In March 1975, a committee was formed at the request of the State Superintendent of Public Instruction, with the charge of conceptualizing and developing programs in Education for Citizenship; values are to be included in the committee's deliberations.

2. Education for Citizenship will be fulfilled primarily within the social studies curricula. Although all disciplines can contribute to ECE, social studies is seen as that part of the general education program which is most directly concerned with preparation for good citizenship.

   The purposes of social studies, in this regard, include the following instructional objectives:

   > (1) Socialization, aimed at helping the evolving individual to become an effective member of social groups;
   >
   > (2) Decision-Making Processes, aimed at helping the evolving individual to make effective use of his intellectual skills in reaching decisions about his social concerns;
   >
   > (3) Values and Valuing, aimed at helping the evolving individual to identify, examine, formulate, and evaluate his own values and to act in accord with his considered values;
   >
   > (4) Citizenship, aimed at helping the evolving individual to use more effectively the processes of a representative-democratic government;
   >
   > (5) Knowledge Acquisition, aimed at helping the evolving individual to acquire and utilize information and intellectual skills provided through the Social Sciences together with other organized disciplines in dealing with his social concerns. (Utah State Board of Education, 1975, p. 3)

3. A values-education project in Cottonwood High School, Granite School District, has used case studies to help students analyze their values in relation to issues of citizenship and morality. The project directors are members of the Department of Educational Research and Development at the University of Utah.

   A Responsible Parenthood project is being piloted in high schools in several districts. It offers high school students training in family concepts, and skill development in values analysis and decision-making.

4. The values-education project was funded by the United States Office of Education and the National Science Foundation.

5. If further funds were available, they would be used to initiate the Responsible Parenthood project in many other school districts. Funds would also be used to develop a K-12 curriculum in "humanizing education." Finally, the State Education Agency would prepare a curriculum guide presenting instructional objectives and classroom strategies to help students develop a positive self-image, think creatively, and be more open to learning and to their fellow students inside and outside the classroom.

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Vermont

1. There is a strong interest in the development of new and effective Ethical-Citizenship Education programs.

2. Vermont is about to require basic competencies as a prerequisite to a high school diploma; among these is "basic competency in reasoning," which includes several moral-reasoning skills.

3. The State Education Agency has conducted moral-reasoning workshops in schools across the State, using an approach based on Kohlberg's case studies and moral dilemmas.

   Vermont also has a law-related education project in five high schools. This year each of these schools is carrying out a program of law-related teaching and learning, collecting teaching

materials, and conducting teacher-training workshops. The five project directors are social studies teachers who are prepared to suggest ideas to fellow teachers (Vermont State Department of Education, 1975).

4. The law-related education project is funded through the Governor's Committee on the Administration of Justice.

5. If further funds were available, they would be used to disseminate the moral-reasoning and law-related education projects throughout the State. There is also a particular interest in the possibility of conducting research into the processes of classroom learning and the classroom variables which affect moral reasoning.

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Virginia

1. There is a growing interest in Ethical-Citizenship Education (ECE). In 1976 two position papers dealing with ethics and moral values were submitted by the State Education Agency to the State Board of Education (Virginia Department of Education, 1976a, 1976b).

   Increasing emphasis is placed on citizenship education in current educational practice and planning, and the study of moral values is considered to be within this scope.

2. In 1976 the Virginia General Assembly passed revised standards of quality for public schools. Chapter 714 lists two specific goals of public education which mandate ECE:

Whereas, the goals of public education in Virginia are to aid each pupil, consistent with his or her abilities and educational needs, to:

Participate in society as a responsible citizen;

Develop ethical standards of behavior and a positive and realistic self-image. (Virginia General Assembly, 1976, p. 1)

3. Although there are current efforts to establish law-related educational curricula in social studies courses, it is too early to pinpoint exemplary ECE programs.

4. No special funds for ECE now exist.

5. If funds were available, they would be used to establish a task force, with the primary objective of conducting a Statewide ECE needs assessment. The task force would also collect information on effective ECE programs across the country. Law-related educational pilot projects would be disseminated to additional schools. Monies would be awarded for teacher assistance in the development of law-related curricula and for teacher-training.

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Washington

1. Washington would like school districts to provide education in the area of ethical, moral, and values decision-making. It is also interested in providing programs to establish citizenship education.

2. The State Education Agency (SEA) states in its goals for public schools:

> As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process. (cited in Colorado Department of Education, 1973, p. 65)

3. While Washington does not now have exemplary Ethical-Citizenship Education (ECE) programs, it does operate a project in the Tacoma Public Schools that may develop into a model ECE curriculum in the coming year. It is an interdisciplinary program in social studies, language arts, and health called Ethical Quest in a Democratic Society. Values analysis, communications, and career-education themes are used to enable students to ground personal values in their experience of the world.

   There is an interest in accurately assessing community feelings and goals related to moral education and citizenship education. The SEA feels that care must be taken in planning community involvement and establishing ECE parameters for which the schools can reasonably assume responsibility.

4. The Tacoma Public Schools project is funded by the National Endowment for the Humanities.

5. If further funds were available, they would be used for technical assistance, focusing on the relationship between the community and school design and implementation of ECE programs.

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West Virginia

1. West Virginia is interested in Ethical-Citizenship Education (ECE).

2. The State Education Agency (SEA) has articulated several goals in the ECE area:

> Each individual shall:
>
> Acquire the skills, understanding, and appreciation necessary for relating to and working with other people;
>
> Acquire knowledge and understanding of society's social, economic, and political systems, and shall acquire an understanding of personal relationship to them;
>
> Acquire a sense of self-respect through an understanding and appreciation of his/her abilities, needs, interests, goals, and worth;
>
> Acquire the knowledge, habits, and attitudes of a responsible citizen;
>
> Acquire the ability to develop basic values and ethical principles and apply them to life;
>
> Improve his/her capacity to respond to the needs and responsibilities which occur in daily living;
>
> Gain the capacity to respond successfully in a changing world;
>
> Gain knowledge and appreciation of how people grow and develop within the context of family and community life;
>
> Develop an understanding of and appreciation for people from other social, cultural, ethnic and national groups, both past and present;
>
> Gain knowledge and appreciation of the environment and recognize personal responsibility for its quality. (West Virginia Board of Education, 1975, pp. 2-3)

3. Several community-based projects use affective teaching strategies to develop self-esteem in students. These programs are based upon the precepts of Kratwohl, Simon, Raths, and Bloom with regard to objectives and curriculum design.

West Virginia schools (e.g., Pocahontas County) also have programs which involve parents, teachers, and students in values education, family counseling, and community affars. These programs generally focus on juvenile delinquents and their families.

4. The community-based programs which include family counseling are generally funded through the Governor's Justice Commission with LEAA funds.

5. If further funds were available, they would be used to further research and development in moral-reasoning curricula. Experts in the field would be used to develop model curricula and programs. The SEA would provide technical assistance throughout the State: organizing in-service workshops, formulating program recommendations, and helping in program development.

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Wisconsin

1. Wisconsin has a strong interest in furthering political understanding and citizenship in its schools. Moral education, an emotion-laden area for many citizens, is being studied in order to determine how it might be approached in public education.

2. The State Education Agency (SEA) lists several objectives which reflect concern with Ethical-Citizenship Education (ECE):

   The student shall:

   Have insight into one's own value structure, how values affect one's life and relationship with others;

Have a desire to contribute to the well-being of society in all areas of his/her life and place a higher value on people than things;

Understand and appreciate the value systems, cultures, customs and history of his/her own heritage as well as those of others.

Possess the skills and attitudes necessary to assure the continuing development of:

a. respect for the rights of one's self and others;
b. the ability to form satisfying and responsible relationships with a wide variety of people;
c. skill in group relations;
d. the ability to initiate and maintain personal friendships;
e. a recognition of the political, social and cultural interdependence among peoples of the world;
f. an understanding of the various domestic and international life styles;
g. the ability to manage conflicts in values;
h. respect for the work efforts of one's self and all others.

Understand the structure, governance and governmental heritage of society (communities, state, national, world);

Understand the importance of effective participation in fulfilling his/her obligations to society;

Have developed the skills to participate in a democratic society as a result of his/her total school experience. (Wisconsin Department of Public Instruction, 1972, pp. 7-9)

3. The SEA is currently developing performance objectives in the aforementioned educational goals. Specific behavioral objectives in ethical/moral education and citizenship education are being defined to serve as bases for curriculum development.

   No programs in schools were designated as exemplary at this time.

4. No special funds for ECE now exist.

5. No response.

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Wyoming

1. Wyoming has a strong interest in Ethical-Citizenship Education (ECE). In a recent Statewide needs assessment which polled teachers, parents, and students, moral/values education was one of the highest priorities.

2. Several goal statements reflect the interest in ECE:

   > The student should have a positive attitude toward, have a basic knowledge of, and apply his knowledge in the area of:
   >
   > Citizenship and civic responsibility;
   >
   > Moral and ethical values. (cited in Colorado Department of Education, 1973, p. 70)

   In order to realize these broad goals, the State Education Agency (SEA) is currently developing behavioral objectives which more precisely articulate the content and scope of ECE.

3. Drug-education programs during the past 6 or 7 years include ECE objectives in their design. These programs seek to develop "humanist" and "life-coping skills." Humanist skills refer to affective skills enabling students to improve their self-image and maintain mental health. Life-coping skills include decision-making, interpersonal communication, and values analysis.

4. The drug-education effort has been funded in part by ESEA Title V money.

5. If further funds were available, they would be used to disseminate the drug-education program throughout the State, with the SEA providing in-service training to teachers in affective-education strategies. Monies would be used to support the writing of ECE performance objectives and enabling teaching strategies.

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STATEMENT OF PURPOSE

ETHICAL-CITIZENSHIP EDUCATION (ECE) has as its objective the development of ECE programs and their introduction in schools (public, nonpublic, and parochial) across the nation wishing to undertake such activity. Common to all ECE programs is the following instructional goal: to teach students the knowledge, skills, and dispositions which will enable them to realize in action the civic ethics basic to American democratic traditions. Chief among these civic ethics are: caring for the interest of self and others; equal consideration for all persons; rational decision-making; and, by extension, liberty, justice, and equality. The program is based on school-community cooperation, a strategy which explicitly calls for flexibility and adaptation of ECE approaches according to local community needs and perceptions. The ECE effort will promote and support state and local educational agencies in building the capacity to attain the program objective. Public policy, theory-building, research, development, and dissemination are seen as supporting task-force areas.

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